

JOB DESCRIPTION –Pastoral Inclusion Lead (Grade 4)

Full time – Permenant

Sidney Stringer Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

Grade: 4

Hours: 37 hrs per week

8.30 to 4.30 (Monday – Thursday), 8.30 to 4.00 Friday
Term time only plus 5 days

Responsible to: **Head teacher**

JOB PURPOSE:

To provide a complementary service to that provided by teachers and support staff in order to address the needs of children who need help and support to overcome barriers to learning both inside and outside school in order to achieve to their full potential.

By so doing to contribute to the work of the Academy in raising standards of attainment, improving attendance, reducing exclusions and maintaining good standards of behaviour.

DESCRIPTION OF DUTIES AND RESPONSIBILITIES

- To work within the classroom under the direction of the teacher to support individuals or groups of children as appropriate. This would include actively engaging with them supporting them in movement breaks and dealing with any unwanted behaviours.
- To develop positive one to one mentoring relationships with pupils identified as needing support.
- To work with teachers, support staff, education welfare officer and other agencies to identify pupils with barriers to learning and at risk of disaffection in order to ensure that they receive support.
- To deliver PSED programmes and support Speech and language groups.
- To deliver sports based after school clubs and lunchtime clubs for vulnerable children.
- Support with PE enrichment.
- To establish and maintain contact with the families/carers of pupils receiving support keeping them informed about progress, to secure positive family/carer involvement and support.
- To network with pastoral assistants in other Schools to ensure dissemination of best practice.
- Establish and maintain the schools garden and vegetable plot and run a club to engage children with growing vegetables and tending to the plants.
- To assist with the care of disabled children and physically assist in their evacuation in case of emergency.
- Help and support with HAF clubs.

Attendance

- To lead on Attendance at Radford, promoting high standards of attendance and punctuality. Ensure that effective systems are in place.
- To work with schools and the EWO to identify pupils who are not achieving full attendance, and having discerned the probable cause of the absence, suggest and assist in the implementation of plans of action that may resolve the need, working in close harmony with staff in schools, the child and the family
- To coordinate and carry out home visits for absent pupils working in the community to actively engage families
- Refer all missing children and non-attendance fines to the MAT EWO.
- To call families to discuss absence.
- To understand the reasons for pupil's unauthorised absence from school and under direction and supervision take appropriate action to secure their regular attendance.
- To keep records of all the action taken to improve the attendance of the pupil

Safeguarding

- Support with all safeguarding issues, including safe and well checks, visiting home in the community.
- Under the direction and supervision of the DSL refer concerns to Social Care and complete multi agency referral forms.
- Support/lead Early help and support all early help children.
- To prepare reports and attend strategy meetings and professional meetings.
- To prepare reports and attend child in need reviews.
- To meet regularly with the EHAC from the family hub.

Behaviour

- To develop positive one to one mentoring relationships with pupils identified as needing support with behaviour.
- Liaise with teachers and other staff and identify strategies to support the child.
- Implement and support individual behaviour plans.
- Be an ambassador for behaviour and model good practice, dealing with the most challenging behaviour within school.
- Other duties as may from time to time be determined by the Head Teacher

AND such other duties as are within the scope and the spirit of the job purpose, the title of the post, and its grading.

To support the wider life of the Academy community and its individuals:

- Work to published timescales for reports, publications and events
- Carry out procedures to satisfy Academy policy and practice
- Carry out weekly duties.

Safeguarding

Employees are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

- The jobholder is expected to observe their obligations in accordance with the Academy's Child Protection Procedure, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person. A copy of the Academy's Child Protection Procedure can be obtained from the jobholder's line manager.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Principal by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with the Academy's Disciplinary Procedure.

Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Academy's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

Confidentiality and Data Protection

The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Academy's Data Protection Policy.

Equality and Diversity

Sidney Stringer Multi Academy Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and

people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

Training and Development

Sidney Stringer Primary Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work, as at the date on which the last review took place.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests. Reviewed by E. McCann (March 2025)

Person Specification

Area	Essential	Desirable to various extents
Qualifications	<ul style="list-style-type: none"> ▪ GCSE English and Maths grade C or above ▪ Full driving license. 	Knowledge of Early Help Right help Right time training. DSL level 3 training.
Experience	<ul style="list-style-type: none"> ▪ Experience of working with children within an educational setting and of working with families and social agencies. ▪ Experience within a pastoral role. ▪ Experience of promoting positive behaviour in young children and dealing with unwanted behaviours. ▪ Experience delivering PE enrichment and after school clubs. 	Some experience of counselling. Experience of attendance and issues surrounding this.
Knowledge	<ul style="list-style-type: none"> ▪ An understanding of the challenges facing young people from a disadvantaged community. ▪ Knowledge of social care and safeguarding procedures. ▪ Knowledge of new legislation around school attendance. 	Knowledge of Early Help and safeguarding
Skills	<ul style="list-style-type: none"> ▪ Good inter-personal skills ▪ Good communicator – both oral and written. ▪ Provide advice and information in accurate spoken English is essential for the post ▪ Able to deal with sensitive issues appropriately, responding to a range of perspectives and experiences without being judgemental. ▪ Ability to deliver PE enrichment. ▪ Ability to contribute and join in with children’s play in the playground in order to engage disaffected children. 	ICT skills including use of Excel The ability to work towards specific targets for individual pupils. The ability to implement individual action plans for pupils.

Attitudes	<ul style="list-style-type: none"> ▪ Willingness to engage constructively with, and relate to, a range of young people who may be disaffected from school or disengaged from the learning process, and with their families/carers ▪ Willingness to work effectively with all staff ▪ Willingness to work effectively and network with a wide range of support services ▪ A commitment to improving the lives and learning opportunities of young people ▪ A willingness to participate in in-service training and professional development 	
Personal Qualities	<ul style="list-style-type: none"> ▪ An attractive personality to whom pupils respond. ▪ Energy and enthusiasm. ▪ Self-motivated and hard working ▪ Able to work independently but also a good team member. ▪ This position requires the ability to perform physically demanding tasks, Candidates must be able to meet the physical demands necessary to complete the core responsibilities of the role efficiently and safely ▪ A sense of humour ▪ A sense of balance and perspective 	